

Unit 1 I like animals

Lesson 1: Vocabulary

Language

Core: *dolphin, gorilla, hippo, panda, seal, tiger, tortoise, whale*

Revised: *Is it a ... ? Yes, it is. No, it isn't. My favourite ... is ...*

Other: *in danger; fish, giraffe, leopard, monkey, parrot, turtle*

Starting the lesson (optional) 4.24 4.26

- Do the *Starting the lesson* routines on page 51.
- Put the children into pairs and set a timer for two minutes. Tell the class to make a list of as many animals as they can in English. When the time is up, elicit the names of the animals they know.
- Talk about animals in danger around the world in the children's own language. Ask the children why they think some animals are in danger and what they can do to help them.

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Unit introduction: 1 Watch.

- Watch the video. Ask the children questions about the clip, in the children's own language, e.g. *Who's this? (Tom) Who is he going out with? (Mum, Sam and Becky) What are they going to see? (Photos of animals in danger).*

Transcript

Tom Hi, everyone. I'm going to see a photo display with Mum, Sam and Becky. We're going to look at lots of photos of animals in danger. I love animals! Do you like animals?

Mum Great, you've got your bag and coat! Hi, Becky. Hi, Sam.

Becky and Sam Hi.

Tom Let's go!

Vocabulary presentation: panorama

dolphin, gorilla, hippo, panda, seal, tiger, tortoise, whale

- See instructions on page 136.

Vocabulary presentation: flashcards (optional)

- Click through the flashcards in the Resources section of the iPack to introduce the new vocabulary. Repeat several times, encouraging the children to remember the words. Teach actions for each word (see below).

Class Book page 4

2 Listen, point and repeat. 1.09

- Focus the children on the Class Book pages and the photo display of animals in danger.
- Play the audio for children to listen, point and repeat.

Transcript

1 It's a gorilla. 2 It's a hippo. 3 It's a dolphin.
4 It's a seal. 5 It's a tortoise. 6 It's a whale.
7 It's a tiger. 8 It's a panda.

3 Let's chant. 1.10

- Use the flashcards to elicit the words and teach the actions for the chant.

VOCABULARY ACTIONS:

tiger – bend your fingers like claws and snarl

whale – hold one arm in front of you horizontally, to represent the ocean. Keep the other hand in a fist and raise it above and below the water line with fingers splaying as if a whale's blowhole squirting water.

gorilla – beat your fists on your chest

hippo – place your hands flat, palms together. Tuck the three middle fingers on each hand in, leaving just your little fingers and thumbs pointing out and touching. Open and close both hands like a mouth (with four teeth protruding)

seal – make your hands and arms into flippers and clap them together in front of you.

panda – cross your arms on your body and tuck in your fingers to make paws. Scratch yourself with your paws.

dolphin – hold one arm in front of you horizontally, to represent the ocean, and use the other hand to mime a dolphin jumping in and out of the water

tortoise – do a thumbs up with one hand, then flatten the thumb. Cup your other hand and place it over the top to make a shell. Wiggle your thumb like a tortoise moving its head.

- Children listen to the chant and do the actions. Repeat and encourage the children to say the words as they do the actions.

Transcript

Is it a tiger, tiger, tiger?

Is it a whale, whale, whale?

Is it a gorilla, gorilla, gorilla?

Is it a hippo, hippo, hippo?

Is it a seal, seal, seal?

Is it a panda, panda, panda?

Is it a dolphin, dolphin, dolphin?

Is it a tortoise, tortoise, tortoise?

OPTION:

Divide the class into two teams: sea creatures and land creatures. Ask the class to tell you which animals go into which category. Play the chant again. Ask the sea group to chant and act the sea creatures and the land group to chant and act the land creatures.

KEY COMPETENCES: Learning to learn

Using actions and music are kinaesthetic and auditory approaches to teaching language. Using a variety of teaching approaches will help children with different learning styles learn and recall the vocabulary.

4 Listen and repeat. 1.11

- Point to the activity and explain that the boy and girl are playing a game and asking and answering questions about animals.
- Play the audio for children to listen and repeat.

Note: This dialogue contains review language to support children to play the game in Activity 5.

5 Mime. Ask and answer.

- Tell the class they are going to play the game. Mime an animal. Encourage the class to ask you questions using the dialogue in Activity 4 to find out which animal it is.
- In pairs, children take turns miming an animal from the lesson for their partner to guess.

Tom's question

- Point to Tom's question and read it aloud. Say *My favourite animal in danger is a ...* Ask the question around the class encouraging children to use the structure.
- If you have more time, use this as an opportunity to do a class survey, getting the children to ask the question and record answers in groups. This work can be further exploited by displaying the answers in graph or diagram form.

Star question (optional)

- Ask the children the question at the bottom of page 4. Tell them to look at pages 4 and 5 and find the hidden revision and extension words (animals). If the children know the words, play a guessing game: choose one of the items and ask the class to guess which item you are thinking of. If they don't know the words, say the words and ask the children to repeat.

ANSWERS

a fish, a parrot, a turtle, a monkey, a leopard, a giraffe

CULTURE NOTE: Reintroducing animals in the UK

Many animals that used to live naturally in Britain, such as wolves, wild boar and bison, have died out because of hunting. Beavers – furry mammals that build dams in rivers – died out in the late eighteenth century, but they have been reintroduced very successfully into Scotland and parts of England. Their re-established habitat allows many other species of animals, birds and insects to survive, too.

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Vocabulary practice: game

- See instructions for *Conveyor belt* on page 137.

Activity Book page 4

1 Read and number.

ANSWERS

(l-r) 8 a dolphin 7 a gorilla 2 a hippo 1 a panda
(l-r) 5 a seal 3 a tiger 6 a tortoise 4 a whale

2 Complete the badges. Write and draw.

- Children write the correct animal in danger, draw the animals along the dotted lines and colour them in to complete the badges.

ANSWERS

1 gorilla 2 hippo 3 dolphin 4 tortoise 5 tiger
6 seal 7 whale 8 panda

Picture Dictionary (optional) page 62

- See notes on page 53.

ANSWERS

(l-r) a tiger, a dolphin, a seal, a gorilla
(l-r) a tortoise, a panda, a whale, a hippo

Ending the lesson (optional) 1.10 4.25

- Close the lesson by doing the chant and actions again.
- Do the *Goodbye* routine on page 53.

Further practice

Teacher's Resource Material: Unit 1 Set 1 mini picture cards and wordcards; Unit 1 Lesson 1 Extra vocabulary worksheet.

Lesson 2: Song, Grammar & Communication

Language

Core: Are they (big)? Yes, they are. No, they aren't; animals in danger

Other: forests, oceans, safe, savannahs, save

Starting the lesson (optional) 4.24 4.26

- Do the *Starting the lesson* routines on page 51.
- Play *Categories* on page 141 of the Ideas bank to revise the animals in danger. Group the animals into habitats – forests, the ocean, or savannah.

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Grammar presentation and vocabulary consolidation: song animation 1 Watch.

- Watch the song animation. Explain that the song is about animals in danger. Use the vocabulary actions the children learnt in Lesson 1 and teach the additional song actions (see below).

Class Book page 5

2 Listen, point and sing. 1.12

- Play the song while the children point to the animals on the page.
- Revise the vocabulary actions the children learnt in Lesson 1 and teach the new song actions.
- Play the song again. The children join in first with the actions and then with the words as much as possible.

SONG ACTIONS:

in danger – hold your arms in a cross in front of your face
savannahs – hold one arm horizontally in front to make the ground. Sit your other hand on the 'ground' and wiggle your fingers like long grass moving
oceans – move one hand up and down like big waves
forests – bend both arms up in front of you and sway them from side to side like trees
save – wrap your arms around yourself in a bug hug
No – shake your head
Yes – nod your head

KEY COMPETENCES: Linguistic competence

Learning new language through song and music enables children to learn and recall new grammar in meaningful and useful chunks.

3 Match the words and pictures.

- Children match the highlighted words in the song to the photos on pages 4–5 by saying the animal name and the correct number. Do this as a whole class or in pairs.

ANSWERS

tigers 7, hippos 2, tortoise 5, seals 4, whales 6, dolphins 3, gorillas 1, pandas 8

4 Listen and repeat.  1.13

- Point to the two children at the bottom of the page and play the audio for the class to listen. Ask the class what animals they were talking about (pandas). Elicit what colour they are.
- Refer children to the *All about grammar* box. Check their understanding of how to form questions and short answers for the plural form of the verb *be*. Compare it the singular form of *be* they used in Lesson 1. Focus on the *Look!* box and remind the class how we use contractions.
- Play the audio again for children to listen and repeat.

5 Play Guess. Ask and answer.

- Tell the children they are going to play a guessing game like the two children at the bottom of the page. Put children into pairs. Ask them to take turns asking and answering questions to guess animals from pages 4–5. Monitor and help throughout.

iPack**Vocabulary and Grammar practice: game**

- See instructions for *Multiple choice* on page 139.

Activity Book page 5**1 Listen and tick** ✓  1.14**Transcript**

- 1 **A** There are some new animals at the zoo.
B Are they animals in danger?
A Yes, they are
B Are they gorillas?
A No, they aren't. They're your favourites.
B Wow, tigers!

2 A Can you see those animals?

B No, I can't. Are they seals?

A No, they aren't.

B Are they whales?

A Yes, they are. I love whales!

B Me, too!

3 A Oh, look. They're black and white and furry!

B Oh, I love them!

A Me, too. Pandas are my favourite animals!

ANSWERS

1 tigers 2 whales 3 pandas

2 Complete the questions. Look and answer Yes, they are or No, they aren't.**ANSWERS**

1 Are they big? Yes, they are. 2 Are they furry? No, they aren't. 3 Are they small? No, they aren't. 4 Are they grey? Yes, they are.

3 Join the dots. Look and write two questions. Ask and answer with your friend.

- Children join the dots and say what animal they have drawn (whales).
- Elicit questions they could ask about the whales from the class. Children write two questions about whales: one with an affirmative answer and one with a negative answer.

All about grammar page 69**1 Look. Order the words. Write.**

- Review with the class how we form questions, and affirmative and negative answers, using the present simple plural of *be*. Clarify in the children's own language if needed.
- Children order the questions and answers and check in pairs.

ANSWERS

1 Are they dangerous? Yes, they are. 2 Are they small? No, they aren't. 3 Are they dangerous? No, they aren't. 4 Are they friendly? Yes, they are.

Ending the lesson (optional)  1.12 4.25

- Close the lesson by singing the song again.
- Do the *Goodbye* routine on page 53.

ASSESSMENT OPPORTUNITIES:

The Lesson 2 pairwork activity (Class Book Activity 5) is an opportunity to assess the children's speaking development. Assessment grid and notes in the Teacher's Resource Material.

Further practice

Teacher's Resource Material: Unit 1 Lesson 2 Reinforcement and Extension worksheets; Lesson 2 song worksheet. Karaoke version of song available on CD4 track 28.

Lesson 3: Culture & Communication

Language

Core: *hedgehogs, spines, squirrels, wildcats; Which animal do you like best? I like (squirrels) best.*

Revised: *furry, kitten, lively, mummy, small; They are / aren't ... ; Can you ... ?*

Other: *They eat (nuts and fruit). They've got ...*

Starting the lesson (optional) 4.24 4.26 1.12

- Do the *Starting the lesson* routines on page 51.
- Sing the song from Lesson 2 again.

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Culture presentation: 1 Watch.

- First viewing: Watch Tom's introduction to the culture film and ask the children to tell you what the video is about (*animals in danger*). Make some predictions about Tom's question *What animals do you see?*
- Watch the culture film, stopping before the comprehension questions, for children to check their predictions. Ask the class what animals they see (*squirrels, wildcats hedgehogs*) and to tell you what they know about these animals (*Squirrels are furry, etc.*).
- Second viewing: Watch the video again and answer the comprehension task at the end of the film.

Transcript

Introduction:

Tom Hi, everyone. Do you like animals? I love animals! This is a film about animals in danger in the UK. Let's watch it together. What animals do you see?

Culture film:

Look, this is not a pet cat. It's a Scottish wildcat. It's brown and grey. It's furry. It can run and it can jump. It eats small animals. It's in danger. There are only 35 wildcats in Scotland. This is a red squirrel. It's in danger. It's small and it's furry. It's got a big, furry, red tail. It eats nuts, fruit and flowers. It's very lively. Look, it can jump! It lives in trees. It can climb very high. Red squirrels are in danger from grey squirrels. They are in danger from people, too.

This is a British hedgehog. It's small. It lives in gardens in the UK. It's got 5,000 spines on its body. Ouch! It's looking for food. It eats insects, nuts and fruit. Hedgehogs are in danger from traffic and people and pets. What animals are in danger in your region?

CULTURE NOTE: Helping animals in danger in the UK

There are many ways to help animals in danger. In the UK, many organizations work to protect and look after animals and their habitat. There are sanctuaries where people create natural habitats for animals to live in, or they help animals if they are sick so they can return to the wild. Many charities have staff who work for free. You can visit these places and see the animals, or even help out!

Class Book page 6

2 Look and say what you see.

- Children look at the photos of animals in danger in the UK and say any words they know to describe them (*They are small, red, furry, lively, angry*).

3 Read and match. Say the number and the letter.

- Encourage the class to read texts A–C silently, or read them together as a class. Then match them to photos 1–3.
- Ask the class about each text, *What words does it use to describe the animal? (small, furry, have spines)*

ANSWERS

1 C 2 A 3 B

iPack / Class Book page 6

4 Watch. Listen and repeat. 1.15

- Explain to the class that they are going to watch or listen to Tom, Becky and Sam talking about which animal in danger they like best. Make predictions as a class about which animal each child chooses.
- Watch the video or listen to the audio and check their predictions.
- Watch or listen again and pause for children to listen and repeat the conversation.

Transcript

Tom Which animals do you like best?

Becky I like squirrels best.

Sam I like wild cats best.

Tom I like gorillas best!

5 Act out the conversation.

- When children are using the language confidently, put them into pairs or small groups. They take turns to act out the conversation by asking and answering the question as one of the characters. Refer them to the question and answer in the *All about speaking* box.

Note: *All about speaking* introduces functional language and helps the children practise it in a meaningful, natural and communicative way.

KEY COMPETENCES: Cultural awareness and expression Learning about animals and animal habitats in other countries not only helps broaden children's understanding of the natural world, but encourages them to think about how their world is the same or different.

Let's compare culture

- Discuss the culture question in English and in the children's own language if needed. *What animals are in danger in your region? Where do they live? Why do you think they are in danger? How can people help?*

Activity Book page 6

1 Listen and match. 1.16

Transcript

Betty My name's Betty. I like lots of animals, but my favourite animal in danger is the panda. It's very cute and furry and it's black and white. Pandas are great!

Sue My name is Sue. My favourite animal in danger is the hippo. They are very big and they can be dangerous. Hippos are very good swimmers.

Ravi Hi! My name is Ravi. I like tortoises best. They are very funny and intelligent!

Ben Hello. I'm Ben. I like tigers best.

ANSWERS

1 Betty 2 Sue 3 Ben 4 Ravi

Note: All the words in the Review activities are revised from previous units or levels.

2 Review. Read and complete.

- Children use the jumbled letters to complete the descriptions with a word from the word bank.

ANSWERS

1 black 2 furry 3 dangerous 4 gorillas 5 red
6 lively 7 funny 8 squirrels

3 Answer Tom's question. Write.

- Ask Tom's question to the class. Children write their answer in the space provided.

Extra

- Fast finishers ask Tom's question to three friends. They write their answers in their notebooks. Encourage children to write full sentences if they are able to, e.g. *Anna likes pandas best.*

Ending the lesson (optional) 4.25

- Play *Secret word* on page 144 of the Ideas bank.
- Do the *Goodbye* routine on page 53.

ASSESSMENT OPPORTUNITIES:

The *All about speaking* activities (Class Book Activities 4 and 5) are an opportunity to assess the children's speaking development. Assessment grid and notes in the Teacher's Resource Material.

Further practice

Teacher's Resource Material: Unit 1 Culture worksheet.

Lesson 4: Cross-curricular (Art)

Language

Core: *draw, lines, oval, rub out, shape*

Other: *animals in danger; ears, eyes, mouth, nose, pen, pencil, toes*

Starting the lesson (optional) 4.24 4.26

- Do the *Starting the lesson* routines on page 51.
- Ask around the class *What do you like to draw? When do you draw? What do you draw with?*
- Talk about drawing animals in the children's own language. Ask the children if they can draw a tiger or a hippo. Is it easy or difficult? What shapes do they need to draw them?

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Cross-curricular presentation: slideshow 1 Watch.

- Tell the children they are going to learn how to draw animals in danger. Clarify the meaning of *rub out* before you watch.
- Pause after each slide to discuss what shapes they see (*ovals, lines, circles*). Discuss the meaning of these words in the children's own language.

Transcript

Let's learn to draw animals in danger. Let's draw a panda! Use a pencil. Draw a small oval for the head. Draw a big oval for the body. Now, draw two circles on the head for ears and four circles at the bottom for feet. Draw lines to make the legs. Then rub out the extra lines. Now, you have a panda shape. Draw the panda face like this. Add a nose, eyes and mouth. Colour your panda's legs, ears and eyes black. Colour his body white. You can use this shape to draw other animals. Here's a gorilla. Move his ears, change his face, add toes and make him big and black!

Class Book page 7

2 Read and listen. What animals can you see? 1.17

- Play the audio for children to follow the words in their books.
- Ask the children to read the text again and answer with a partner. Discuss the answer as a class.

Transcript

See Class Book page 7 for transcript.

ANSWER

a panda and a gorilla

3 Read and say *True* or *False*. Correct the false sentences.

- Read sentences 1–5 and check the meaning of any words the class don't know. Allow the children time to read the sentences and text again.
- Put children into pairs. They read aloud each statement and decide if it is *True* or *False*. If it's false, they reword the sentence using the correct word. Monitor throughout and encourage the children to point to the part of the text with the correct information.
- Feedback answers together as a class.

ANSWERS

- False – You use a *pencil* to draw your animals.
- False – You start a panda with a *small oval* and a *big oval*.
- False – You draw *circles* for ears.
- False – Next, you draw *legs*.
- True

4 Draw a panda in your notebook.

- Children read the instructions again and use them to draw their own panda in their notebooks.

KEY COMPETENCES: Cultural awareness and expression

Learning how to draw through instruction develops children's drawing skills and allows them a practical and functional application of the language they are learning. This can be motivating, rewarding and fun!

Star question (optional)

- Ask the children the question. Which animals do they think they could draw? Accept ideas from the class. If the class don't agree, ask them to tell you why.

Activity Book page 7

1 Look and read. What animals can you draw with these instructions?

- Children look at the pictures, read the instructions and name the animals they can draw.

ANSWERS

a whale and a dolphin

2 Complete the poster. Draw your favourite sea animals and write.

- Elicit the children's favourite sea animals. Ask them to draw two or three sea animals using the instructions in Activity 1 to help them. Monitor and ask questions about the animals as they draw. (*Is it a dolphin? What colour are they? Are they big?*)
- Children complete the sentence with the name of the sea animals.
- Put children into pairs to show and tell their partner. They can read the sentences and describe the animal, or describe how to draw it.

English at home

- Encourage the children to draw another animal at home to show and tell their family.

Ending the lesson (optional)  4.25

- Play *Line by line* on page 144 of the Ideas bank.
- Do the *Goodbye* routine on page 53.

Lesson 5: Story & Vocabulary

Language

Core: *drink, eat, fight, play, sleep, walk*

Revised: *friendly, happy, hippo, lively, old, sad, tortoise*

Other: *best friends, lost, Nature Park, quiet, river, terrible, tsunami*

Starting the lesson (optional)  4.24 4.26

- Do the *Starting the lesson* routines on page 51.
- Play *Sharkman* on page 144 of the Ideas bank to revise the animals in danger.

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Vocabulary and grammar review and presentation: story animation

1 Watch.

- Tell the children they're going to watch a story animation with Tom. Pause after Tom's introduction and ask *What animals are in the story? (a hippo and a tortoise).*
- With books closed, watch the story. Ask *What happens in the story? (A baby hippo loses his family in a tsunami and makes friends with a very old hippo at a nature park.)*

Transcript

Introduction

Tom Hi, everyone. Do you like stories? I love stories. Here's a story called Owen and Mzee. This is a story about a hippo and a tortoise. Let's see what happens.

- See Class Book pages 8–9 for story transcript.

Vocabulary presentation: flashcards (optional)

- Click through the flashcards in the resources section of the iPack to introduce the new vocabulary. Repeat several times, encouraging the children to remember the words.
- Teach actions for each word and encourage children to do the actions and say the words.

VOCABULARY ACTIONS:

eat – hold one hand to your mouth as if feeding yourself
drink – hold your thumb out like a spout and tip it up into your mouth as if drinking
fight – hold up two fists as if fighting
play – skip on the spot happily
sleep – hold the palms of your hands together and rest your head on them, close your eyes
walk – walk on the spot in an exaggerated way

Class Book pages 8–9

2 Listen, point and repeat.  1.18

- Ask the children to look at the six words in the box. Read each one and ask the class to find it in the story artwork.
- Play the audio for the children to listen, point and repeat.
- Use the flashcards to teach actions for each word (see above) and encourage children to do the actions and say the words.

OPTION:

Call out the words again in a random order for the class to listen, point to and repeat. Go slower, then faster.

3 Listen and read.  1.19

- Play the story audio for the children to read and follow in their Class Books.
- Check comprehension: *How does Owen lose his family? (In a terrible tsunami), Who finds him? (Two men), Who looks after him in the nature park? (Dr Paula), Who does he make friends with there? (Mzee – a tortoise), What do they do together? (They walk, eat, play, sleep and drink together – they don't fight), How are they different? (Mzee is friendly, quiet and old. Owen is lively and young.)*

ALL ABOUT VALUES: You can be very different but still be good friends!

Remind the children of who makes friends in the story. How are they different? What do they like to do together? How does it make them feel to have a friend? Talk to the children in their own language about being friends with people who are different from them and why it's important.

KEY COMPETENCES: Social and civic competence

Talking about the importance of making friends with different types of people will encourage and enable children to make new friends and appreciate diversity and difference.

4 Read and say. Who in the story ...

- Children read each question and read the story again to find the answers. Do this as a pair activity then feedback answers as a class, or work through it as a whole class if children need more support.

ANSWERS

is lively – Owen, is a hippo – Owen, is happy – Owen, Mzee, Dr Paula, is a tortoise – Mzee, is old – Mzee, are friendly – Mzee, Owen, the men who find Owen, Dr Paula

5 Think. What do you think about the story? Listen and repeat. Tell your friends. 🎧 1.20

- Point to the children at the bottom of the page and explain that they are giving their opinions about the story. Play the audio for children to listen and repeat.
- Put children into pairs to ask and answer *What do you think about the story? I think it's (great).* Change pairs and repeat.

OPTION: Act out the story

To extend this lesson and allow the children to use the language, act out the story. Put children into small groups of three or four children. They can each have one role or one child can take two roles. Play the audio for children to read and act out at their desks in groups as they listen. Then, ask children to stand up and find a space in the room to act out the story again in their groups using their Class Books to help them. Ask two or three confident groups of children to act out the story for the whole class.

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Vocabulary practice: game

- See instructions for *Snap!* on page 137.

Activity Book page 8

1 Read the story again. Complete.

- Children complete the summary of the story using the words in the word bank.

ANSWERS

1 hippo 2 tortoise 3 play 4 walk 5 eat
6 drink 7 sleep 8 fight

2 Think. What do you think about the story?

Colour. Learn to learn.

- Ask children to think about the story and rate it by colouring in the appropriate stars. Ask children to tell a partner.

Note: The story evaluation activity forms part of the Self Evaluation strand of *All About Us 3*. Asking children to think about their own opinions, explain them and listen to others helps them to become better learners by building self-awareness and thinking skills.

3 Read and complete the value. Draw yourself and your friend.

- Ask the class to look at the picture of Mzee and Owen and to tell you the value: *You can be very different but still be good friends.* Children complete the value with the words.
- Children draw a picture of themselves and their best friend and write the names to complete the sentence.

Picture Dictionary page 62 (optional)

- See notes on page 53.

ANSWERS

(l-r) walk, eat, play, sleep

(l-r) fight, drink

Spelling and alphabet (optional) page 62

🎧 4.14 4.16

- See notes on page 55.

Transcript

- 1 How do you spell hippo? H-i-p-p-o
- 2 How do you spell panda? P-a-n-d-a
- 3 How do you spell tiger? T-i-g-e-r
- 4 How do you spell gorilla? G-o-r-i-l-l-a
- 5 How do you spell tortoise? T-o-r-t-o-i-s-e
- 6 How do you spell dolphin? D-o-l-p-h-i-n

Ending the lesson (optional) 🎧 1.19 4.25

- Play *Who is it?* on page 146 of the Ideas bank.
- Do the *Goodbye* routine on page 53.

Further practice

Teacher's Resource Material: Unit 1 Set 2 mini picture cards and wordcards.

Lesson 6: Story, Grammar & Communication

Language

Core: *They (eat) together. They don't (eat) together.*

Revised: *drink, eat, fight, play, sleep, walk; Animals in danger; Are they (tigers)? Yes, they are. No, they aren't.*

Other: *forests, ocean, savannahs;*

Starting the lesson (optional) 🎧 4.24 4.26 1.19

- Do the *Starting the lesson* routines on page 51.
- Play *Board Pelmanism* on page 144 of the Ideas bank.

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Story review and grammar presentation

- Ask the children what they remember from the story:
Who's in the story? Where do the friends meet? What do they do together?
- Watch the story again to confirm answers.

Vocabulary review: flashcards (optional)

- Click through the flashcards in the resources section of the iPack to remind children of the new vocabulary. Repeat several times, encouraging the children to say the words and do the actions.

Class Book page 10

1 Listen and say the number. 1.21

- Review the story. Ask the class to look at the pictures of Owen and Mzee and say what actions they can see.
- Children listen and say the number of the picture being described.

Transcript

They sleep together.
They don't fight.
They play together.
They eat and drink together.
They walk together.

ANSWERS

2, 4, 3, 5, 1

KEY COMPETENCES: Linguistic competence

Making connections between pictures and new structures helps children understand and retain the meaning of language. This will enable them to start using the language in a natural way.

2 Read and make true sentences about Owen and Mzee. Listen, check and repeat. 1.22

- Look at the *All about grammar* box as a class. Explain that the plus symbol means affirmative and that the minus symbol means negative.
- Refer children to the pronouns in the *Look!* box, clarify their meaning, and point out that the form of the verb is always the same for these pronouns.
- Read the first sentence in the grammar box *They play / don't play*. Point to picture 3 in Activity 1 and elicit the correct statement from the class (*They play*).
- Put children into pairs. Ask them to look at the sentences in the grammar box and to choose the affirmative or the negative form to make them true about Owen and Mzee.
- Play the audio for the children to listen, check and repeat.

Transcript

They play together.
They walk together.
They don't fight.
They sleep together.
They drink together.
They eat together.

OPTION:

In a less confident class, before children work in pairs, write each sentence on the board as a class and then ask children to copy these into their notebooks.

3 Make true sentences about you and your friends.

- Ask children to write down the names of two of their friends from class or another class. They tell a partner what their friends do and don't do together (They play. They don't sleep.)

OPTION:

Children draw their two friends. In a less confident class they write four or five sentences about them before they talk. In a more confident class, they can write after they speak.

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Vocabulary and grammar practice: game

- See instructions for *Cloudburst* on page 140.

4 Make the animal cards. AB page 95

- Show the class a completed set of animal cards and tell them they will make their own cards to play a game.
- Ask children to turn to page 95 in their Activity Books and to cut out the animal cards along the dashed lines. Ask the class what they will need to make the cards (scissors). Monitor and help where needed.

5 Listen and repeat. Play the game. 1.23

- Point to the two children playing with their cards. Play the audio. Ask *What animal is she describing? (a tiger). What does it eat? (meat) Where does it live? (forests and savannahs).*
- Play the audio again and ask the class to repeat the lines.
- Put the children into pairs or small groups of three or four. Ask them to place their cards face down in front of them. They take turns turning over a card and describing it for the rest of the group to guess.
- Monitor, help and praise throughout.

Activity Book page 9

1 Listen and number. 1.24

Transcript

- 1 Meet Sheba and Shelly. They are tigers in our zoo. They are very good friends. They eat together and they drink together.
- 2 They play together, too. They like playing with balls.
- 3 They swim, too!
- 4 They don't fight. They sleep together—sometimes for 18 hours a day!

ANSWERS

A 4 B 2 C 3 D 1

2 Order and write. Then look and number.

- Children order the words and punctuation to write sentences about the dog and cat in the pictures below.
- Children match each sentence to a picture by numbering pictures A–E 1–5.

ANSWERS

- 1 They play together. B
- 2 They don't sleep together. C
- 3 They don't eat together. A
- 4 They don't walk together. E
- 5 They don't fight. D

3 Write two sentences about you and your friend. Tell your friends.

- Check the meaning of subject pronouns *we* and *they* in the *Look!* box. Children write one affirmative and one negative sentence about what they do (*We play together. We don't fight.*)
- Put children into pairs to tell a partner. Repeat 2–3 times with new pairs if you have time.

All about grammar page 69

2 Look and complete.

- Remind the class how we form affirmative and negative sentences using verbs in the present simple. Clarify in the children's own language if needed.
- Children look at the pictures and complete sentences 1–4 using *They* and the correct form of the verb.

ANSWERS

- 1 They eat fish. 2 They don't eat sausages.
- 3 They drink water. 4 They don't drink milkshake.

3 Write about what you eat and drink.

- Children write two affirmative and two negative sentences using the verbs *eat* and *drink*.

Ending the lesson (optional) 1.12 4.25

- Close the lesson by singing the song from Lesson 2 again.
- Do the *Goodbye* routine on page 53.

ASSESSMENT OPPORTUNITIES:

The Lesson 6 pairwork activity (Class Book Activity 5) is an opportunity to assess the children's speaking development. Assessment grid and notes in the Teacher's Resource Material.

Further practice

Teacher's Resource Material: Unit 1 Reinforcement and Extension worksheets.

Lesson 7: Integrated skills & Communication

Language

Revised: Animals in danger; angry, boring, funny, happy, sad; Are they (big)? Yes, they are. No, they aren't. They live (in forests).

Core sound: /ə/ Alan, Bella, Camilla, gorilla, panda, Stella, tiger

Other: My panda's name is Alan, My tiger's name is Bella, My gorilla's called Camilla, And my hippo's name is Stella!

Starting the lesson (optional) 4.24 4.26

- Do the *Starting the lesson* routines on page 51.
- Play *High five* on page 142 of the Ideas bank to review the unit vocabulary. Choose an animal in danger and an adjective.

Class Book page 11

1 Listen and read the cartoon. Answer. 1.25

- Tell the children they are going to read a cartoon about the characters Ruby, Nick and Me. Point out the characters Ruby and Nick. Then ask them who Me is (*the cat*).
- Read the two questions as a class and check understanding.
- Children listen and read the cartoon and answer the questions. Check in pairs before feeding back as a class.

ANSWERS

- a All the animals b angry

KEY COMPETENCES: Learning to Learn

Recycling the unit language in a fun cartoon enables children to review and consolidate the language in another context. It also allows them to clearly see their progress.

2 Think. Say.

- Ask *What do you think about the cartoon?* Read the *Think* sentence *I think the cartoon is funny / OK / boring.* Ask children to give their opinion using the adjectives. Encourage them to explain what they liked or didn't like about it and who their favourite character is. You could carry out a class vote.

3 Act out the cartoon.

- Put children into groups of three. Ask them to each choose a character from the cartoon. Play the audio again for children to read aloud.
- Children stand up and act out the cartoon in their groups using actions and facial expressions. Monitor and help throughout.

OPTION:

Ask two or three confident groups to act out the cartoon for the rest of the class.

4 Listen and read. Listen and repeat. 1.26

- Refer children to the pronunciation box. Point to the phoneme and say it. Show children the rhyme about toys

and explain that this sound is highlighted in red in the words. Point out that any vowel in English can have the sound /ə/.

- Play the audio for children to listen and read the rhyme silently. Then play it again for children to repeat the rhyme.
- Ask the class to say the words with the highlighted letters again as a class.

OPTION:

Divide the class into two teams and ask them to stand on opposite sides of the class. They take turns saying the rhyme to each other across the classroom, first as a shout then as a whisper.

English at home

- Encourage the children to say the rhyme to their family.

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Pronunciation: game

- See instructions for *Sounds match* on page 138.

Activity Book page 10

1 Remember and complete.

- Children complete the lines from the cartoon using the correct pronoun and verb.

ANSWERS

1 they 2 they are. They are

Note: The *Let's imagine* feature encourages the children to review the language of the unit in a creative and imaginative way. Encourage children to be creative and use their imagination as much as possible to complete the tasks. Personalizing the task in this way will motivate them to use a wider range of language and make the task more memorable and meaningful.

2 Look, read and answer.

- Children look at the picture, read the information and write the answers to the two questions in their notebook.

ANSWERS

Ali and Penny. Yes, they are.

Tom's tip

- Look at Tom's tip together. Ask the class to find examples of *but* in the text in Activity 2. Elicit what two different ideas are in each sentence (*play together / don't eat together, fight / are good friends*). Explain that in the first example, the two ideas are different. One is affirmative and one is negative. In the second example, the two ideas are contrary to each other – if you fight you aren't normally friends.
- Check the children understand *but* in their own language.

3 Draw and write about two more animal friends.

- Children draw two animals of their choice. They choose a name for each and complete the sentences about these two animals, using their names and what they do and don't do together.

4 Listen and circle the words with the /ə/ sound.

Listen, check and say. 1.27

- Children listen and circle the words with the /ə/ sound in them. Ask children to check their ideas in pairs.
- Children listen again and say the words.

ANSWERS

gorilla, tiger, panda, brother, sister

Extra

- Ask fast finishers to write other words with the /ə/ sound in their notebooks. They can look back in their Class Book for ideas.

Ending the lesson (optional) 4.25

- Play *Mime it* on page 144 of the Ideas bank to review the pronunciation of the unit vocabulary.
- Do the *Goodbye* routine on page 53.

ASSESSMENT OPPORTUNITIES:

Acting out the cartoon and reciting the rhyme (Class Book Activities 3 and 4) are opportunities to assess the children's speaking development. Assessment grid and notes in the Teacher's Resource Material.

Lesson 8: Language review & Communication

Language

Revised: Animals in danger; *They are (big). They aren't (furry). They (eat grass). They don't (drink water). I think it's (OK / good / great).*

Starting the lesson (optional) 4.24 4.26

- Do the *Starting the lesson* routines on page 51.
- Play *Jumbled letter game* on page 144 of the Ideas bank.

iPack / Class Book page 12

1 Watch Tom's project. What's it about? 1.28

- Tell the children they are going to watch a video or listen to the audio about Tom's project on animals in danger. Ask *What animal do you think his project is about?* Take ideas from the class.
- Children watch or listen to find out.

Transcript

Tom Hello, everyone. This is my project about animals in danger. Gorillas are my favourite animals in danger. They live in forests in Africa. They are black and grey and furry. They aren't small, they are big. They eat leaves, but they don't drink water. I love gorillas!

ANSWER

animals in danger / gorillas

Note: Gorillas get most of their water from the leaves that they eat, so they rarely drink water.

2 Talk about Tom's project. Use these words.

- Put children into pairs. Tell them to think about Tom's project and talk about it using the words. See what they can remember from the video / audio before feeding back as a class. Monitor and help throughout.

OPTION

In a less confident class, talk about Tom's project together as a class using the words given. Then ask children to talk about the project again in pairs.

KEY COMPETENCES: Linguistic competence

Providing key vocabulary and grammar prompts for a speaking activity supports and guides children. This is essential scaffolding that will develop children's speaking skill.

3 Listen and match. Say the letter and the name. 🎧 1.29

- Point to the children in the photo and read their names. Read the three comments about Tom's project on the left. Tell the children to match the descriptions A–C to the children.

Transcript

Adult Well children, what do you think about Tom's project?

Kate I'm Kate. I like his drawing of gorillas! I think it's good.

Tavoy I'm Tavoy! I think it's OK, but I like tigers best!

Aisha My name's Aisha. I love gorillas, too. I think it's great!

ANSWERS

A Aisha B Kate C Tavoy

4 Think. What do you think about Tom's project? Tell your friends.

- Ask the class the question. Elicit answers from 2–3 confident children using the expressions in Activity 3. Put children into pairs. They take turns asking and answering to give their own opinion.

5 Prepare your project. AB page 11

- See Activity Book notes below.

iPack**Grammar and vocabulary review: game**

- See instructions for *Three in a row* on page 138.

Activity Book page 11**1 Look and read. Complete Tom's project plan about animals in danger.**

- Refer the children to Tom's project plan. Look at each category and ask questions about the information listed, e.g. *Where do gorillas live? (Forests) What words does Tom use to describe gorillas? (black, grey, furry, big).*
- Children use the information in the plan to complete the sentences about gorillas.

ANSWERS

1 Gorillas 2 forests 3 black, grey, furry 4 big
5 leaves / grass, drink

2 Choose an animal. Plan and write about your animal.

- Children choose a different animal in danger to write about. Encourage children to look back at Unit 1 to help them find words and information they need to complete their plan or use other reference materials or the Internet.

- Once you have checked their plan, ask children to write about their animal in danger by completing the sentences below. Monitor and help throughout.

OPTION

In a less confident class, put children into pairs to plan and write about the same animal.

Ending the lesson (optional) 🎧 4.25

- Play *I spy* on page 143 of the Ideas bank.
- Do the *Goodbye* routine on page 53.

Lesson 9: Think, do & review**Language**

Revised: *Animals in danger; drink, eat, fight, play, sleep, walk; They are (big). They aren't (furry). They (eat grass). They don't (drink water). ... are my favourite animal in danger.*

Starting the lesson (optional) 🎧 4.24 4.26 1.28

- Do the *Starting the lesson* routines on pages 51.
- Play *Describe it* on page 144 of the Ideas bank.
- Watch or listen to Tom's project again for children to familiarize themselves with the project.

Class Book page 13**1 Have you got everything? Listen and repeat. Ask and answer.** 🎧 1.30

- Tell the class that today they will complete an animal square, like Tom's project. They are going to choose an animal in danger. Show the children a completed animal square.
- Look at the materials you need at the top of page 13. Ask the class *What do we need to make our project?* Play the audio for children to listen and repeat.
- Put children into pairs to ask and answer about the materials they need.

Transcript

Adult Have you got some paper?

Boy Yes, I have.

Girl No, I haven't.

Adult Have you got a pen?

Girl Yes, I have.

Boy No, I haven't.

Adult Have you got a pencil?

Boy Yes, I have.

Girl No, I haven't.

Adult Have you got some scissors?

Girl Yes, I have.

Boy No, I haven't.

Adult Have you got some coloured pencils?

Boy Yes, I have.

Girl No, I haven't.

2 Make an animal square. Read and do.

- Children work individually to create their own project. Make sure each child has the materials they need. Read and look at the photos and use a completed animal

square to demonstrate the task. Work through the stages together as a class:

- Stage 1: Ask children to cut and fold their paper to make a square. They fold each corner to the centre of the square to make four corner sections.
- Stage 2: Tell the children to decide on an animal. In a less confident class, put children who have chosen the same animal into groups to discuss what information they know about this animal. Encourage them to look back at their Activity Book plans. They can also look at Lessons 3 and 6 for support and ideas (*It is furry. They eat meat.* etc.). Children draw a picture of the animal on the other side of their square. Encourage them to use the art instructions in Lesson 4.
- Stage 3: Children should try to memorize their projects and practise presenting their animal square within small groups. Remind the class to respect one another's ideas and to use English. Monitor, praise and help throughout.
- Stage 4: Invite children to the front to present to the whole class, as they have practised above.

OPTION:

If you're short of time, ask four or five children to present their books today. In later lessons, ask another five or six children to present their project, so each child presents throughout the year.

KEY COMPETENCES: Sense of initiative and entrepreneurship

Using language from the unit to create a personal project gives children an opportunity to be creative, focus on their interests and work autonomously.

3 Rate your project. Tell your friends. All About Me booklet page 16

- Remind the class of the three expressions of opinion in Lesson 8. Put children into groups of 3–4 to share their opinions about their projects.
- Children record their opinions on page 16 of their All About Me Booklet (see below).

English at home

- Children take their projects home to show and tell to their family.

All About Me booklet pages 4–5

1 Complete the picture.

- Children look at the map and complete the names of the animals using the words in the word bank.

Note: Using pictures to remember new vocabulary is a useful language learning tool and helps young learners in particular as they are predominantly visual learners.

ANSWERS

1 tortoise 3 panda 4 gorilla 6 whale

2 Learn to learn. Look, cover and say.

- Ask children to look carefully at the picture and the form of the words, as this also has a visual aspect. Put children into pairs to take turns covering and saying a word with a partner.

3 2-minute challenge. How many Unit 1 words can you remember? Write.

- Set a time limit of two minutes. Tell children to write as many words from Unit 1 as they can before the time is up.
- In a less confident class, put children into pairs or small groups to talk together and write words as a team. Otherwise, encourage the children to work individually.
- Children write their total on the My progress page (page 16). Children can reward themselves with their 2-minute challenge sticker.

4 Read Tom's riddle. Look and write the answer.

- Read the riddle as a class and ask the children to raise their hands when they think they know the answer. Count the spaces to check if it's correct. The class write the answer in the space provided.

ANSWER

whales

5 Choose an animal and write a riddle. Guess your friend's animal.

- The children complete the sentences to write their own riddle. They can work in pairs or independently.
- Put children into pairs to read and guess with their partner.

English at home

- Encourage the children to sing the song from Lesson 2 to their families.

My progress page 16

KEY COMPETENCES: Learning to learn

Children are encouraged to think about their own learning and development throughout the course of the unit. The *My progress* pages provide an opportunity for reflection that will help children become better learners.

1 My project. Write and draw 😊, 😐 or ☹️.

- Children think about how they rated their project and complete the sentence with *great / good / OK* and draw the appropriate face.

2 Stick and write. Write or draw.

- See notes for the 2-minute challenge above.

My favourite words.

- Children look back through the unit and write 3–5 words. Elicit ideas from the class and ask why they like them.

3 Read, tick ✓ and stick.

- Read through the *I can* statements as a class and ask the children to tick the things they feel they can do.
- Children tick if they think their effort was *OK, good, or great*. Award an *I can* and *My effort* sticker to complete the activity.

Note: Consider the areas the class found easy and those they found more challenging to prepare for the following unit.

4 Circle your targets.

- Go through each target and check children understand the meaning. You could talk about activities they have done in the unit that applied these skills.
- Ask the children what they would like to do better in the next unit. Children circle these areas. Put children into pairs to talk about their targets with a partner.

Well done! Go to page 22. Read and enjoy!

- Congratulate the children on finishing the Unit. Award them the Unit sticker (*I know about animals in danger*) and tell them to stick it on page 5.
- Tell the class they can now read a short comic story about the adventures of Tom and friends.
- Children turn to page 22, find and stick the sticker to complete the story, and then read the story. Tell the class that they have done so well they can now read a story all by themselves in English!

Ending the lesson (optional) 1.19 4.25

- Select a game to play from the Ideas bank on pages 141–147.
- Do the *Goodbye* routine on page 53.

ASSESSMENT OPPORTUNITIES:

The children are now ready to do the Unit 1 test. See the evaluation section in the Teacher's Resource Material.

The unit project is an opportunity to assess the Key Competences. Assessment grid and notes in the Teacher's Resource Material.